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Practice Book in English Composition. By ALFRED M. HITCHCOCK, Hartford Public High School. New York: Henry Holt & Co.

From the first page to the last it is evident that Mr. Hitchcock's book is a thoroughly practical one. Its style of treatment is so completely lifelike that one feels one's self listening to the classroom teacher rather than reading a text. All seems to grow out of a teacher's experience, so adaptable and well timed are the suggestions. It is plain that the author expects instruction and drill to be more useful than theory or complete reference. In the preface he declares for a textbook, plain, practical, and sufficiently varied in contents to provide training in both oral and written work, yet not a complete rhetoric nor a complete manual of composition.

In a review of this sort, since courses in English are less definite than many others, it is interesting to note just what goes to make up the contents of a book on composition. The material is here arranged on the two-part plan; the first, suggestions for practice in the different kinds of composition, and the second, a treatment of practice work in correct mechanical forms. The author is happy in his definite purpose to treat in both parts matter which will answer the pupil's questions: "What is the matter with my composition?" "How can I correct it?"

In Part I the order of arrangement would seem to presuppose on the part of the pupil more knowledge of simple exposition than of description. The complete order of narration, exposition, description, and argument can certainly be safely followed, although the parts are sufficiently independent to admit of other arrangement. Letter-writing follows these and receives its proper portion of attention.

From the short illustrations presented—and one is charmed with their clearness—the essential points are unfolded in the brief discussion which follows. These points are applied in the composition exercises suggested.

Part II in its practical applications transfers the emphasis from the usual unit, the paragraph, to the sentence, where common difficulties are extensively treated under unity and coherence. Punctuation is presented as conducive to clearness, if used in moderation. The few common rules of spelling which are most helpful are given with numerous examples of their application. The troublesome verbs receive the usual notice, and the very unique subject of correcting proof is introduced.

Certainly the selection of topics throughout the book and the distribution of emphasis will please the teacher who feels that in recent times there has been much in composition left to be unconsciously imitated from models beyond the grasp of the pupil, and that scarcely enough attention has been given to the mechanical features of correct English.

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Lingua Materna: Chapters on the School Teaching of English. By RICHARD WILSON, B.A. LONDON: Edward Arnold; New York: Longmans, Green & Co., 1905. Pp. 208.

This book is written for the use of teachers of "English" in the elementary and the secondary schools of England. The author concerns himself with direct instruction in the mother-tongue, dividing the subject into three sections: (1) grammar and word-study; (2) composition, written and oral, and including paraphrase and *précis*-writing; (3) reading and the study of literature. The elementary character of some